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ABSTRACT

This report describes the accomplishments of the National Adult Literacy Project, funded by the National Institute of Education from September 1983 to March 1985 as part of the Adult Literacy Initiative. The project's goal--to assemble and report current information on literacy issues--was achieved through three component efforts: information dissemination and technical assistance, research and development (R&D), and policy analysis. Chapter I describes the first component; tasks included (1) development of an organizing model for literacy programs; (2) collection of program information (through surveys of 375 nominated programs and site visits to 32); and (3) a two-day national conference on the state-of-the-art of literacy instruction. The R&D component outlined in chapter II involved developing a guide to qualitative data collection and an interview guide, site visits, analysis of information from 213 programs, preparation of four research monographs, and creation of an R&D agenda. In the policy analysis phase (chapter III), a compendium of demographic and statistical information on adult literacy characteristics was compiled; a synthesis of the conference presentations was assembled; and a white paper was prepared, discussing problems and issues affecting policy and decision making for adult literacy. Appendixes to this report include the agenda of the National Adult Literacy Conference, the interview guide, a program practice profile, the codebook used for program data analysis, the R&D agenda survey, the call for authors for the white paper, and a list of references. (SK)

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FINAL REPORT

NATIONAL ADULT LITERACY PROJECT
1983 - 1985

by

Margaret Robinson

FAR WEST LABORATORY FOR
EDUCATIONAL RESEARCH AND DEVELOPMENT
SAN FRANCISCO, CALIFORNIA

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Forward

The National Adult Literacy Project (NALP) sponsored by the National Institute of Education (NIE), Washington, DC, is one component of The Secretary's Initiative on Adult Literacy, launched by President Reagan and Secretary Bell. Work began on NALP in September 1983 by the Far West Laboratory and The NETWORK, Inc., and ended March, 1985.

The Initiative is designed to build public awareness about the problem of illiteracy and to promote collaboration between the public and private sectors for the expansion and improvement of the quality of adult literacy training. As part of this effort, the National Adult Literacy project developed a number of reports for policy and decision-makers and literacy practitioners and providers.

A number of people throughout the country contributed their time and effort to the development of these documents and although too numerous to name individually, I would like to thank all of them for their contributions and support. Thanks also to the many consultants and experts who served as advisors to the project. They offered their expertise, shared their insights, and made suggestions that sent us back to the planning table several times. And finally, a special thank you to our project monitor, Michael Brunner. He made the challenge of NALP do-able,

and completion of the project possible because of his patience, support and the many helpful suggestions he offered throughout the operation of the project.

Margaret Robinson
Project Director, FWL

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The documents listed below represent the research, development, and policy analysis reports produced by the project. All will be available through ERIC in September 1985.

NALP Publications

1. Adults in Crisis: Illiteracy in America
2. Guidebook for Effective Literacy Practice
3. Adult Illiterates and Adult Literacy Programs: A Summary of Descriptive Data
4. Functional Illiteracy in The United States: Issues, Experiences and Dilemmas

5. Affective Aspects of Adult Literacy Programs: A Look at The Types of Support Systems, Teacher Behavior and Materials that Characterize Effective Literacy Programs
6. Four Research Monographs
   - The Literacy Employment Equation Education for Tomorrow's Jobs
   - Television Technologies in Combatting Illiteracy
   - Promoting Innovation and Controversy In Adult Basic Education: Section 309 of The Adult Education Act
   - Giving Literacy Away. Alternative Strategies for Increasing Adult Literacy Development, Training Capacity and Program Participation

Introduction

This report describes the accomplishments of the National Adult Literacy Project, a collaborative effort between the Far West Laboratory and the NETWORK, Inc. from September 30, 1983 to March 31, 1985. The project, funded by NIE for 14 months, was carried out over an 18 month period. The project was one component of the President's (1983) Initiative on Adult Literacy.

Need for the project was established by the Department of Education who felt it was important to organize the infinite amount of information about methods of literacy instruction to help improve literacy practice and service. Literacy instruction programs number in the thousands. They are offered by public and private organizations who use a variety of instructional methods and materials in response to the various needs of students enrolled in literacy programs. Adult illiteracy has reached a stage of crisis. It is nationwide, and cuts across all economic and geographic boundaries of our society. It ranges in scope from millions of adults who can't read a job advertisement to college freshmen who need to enroll in remedial reading and writing courses. Yet, despite the publicity surrounding this issue, few efforts have focused on a nationwide solution to the problem of illiteracy faced by many Americans.

As recently as 1983, the Department of Education put the number of functional illiterates at 26 million, with an additional 45 million at the marginal level. The problem is complex. The dilemma reaches beyond the classroom, and only a small portion of the population in need of improved literacy skills is

being served. Recent studies also indicate that the gap continues to increase between segments of the population in need and services available (Reder, 1983).

Determining who the adult illiterate is depends on how literacy is defined. When defined on the basis of grade level - completion of eight grade, or high school - there is, according to 1985 Census Statistics a definite correlation between low level education and membership in an ethnic or linguistic minority group. The same data also indicate a link between literacy (by grade level completion) and economic level.

Despite these linkages between educational level and income, only 4.25% of adults with less than a high school diploma are involved in adult education programs (NACAE, 1977). Of those learners generally identified as needing improved literacy skills, a variety of needs exists. Common to all groups of functional illiterates however, is the need to reduce the stigma attached to illiteracy.

Adult education programs, as they currently exist, are only part of the solution. Many adults are falling further behind in the race to acquire the skills necessary for living in a technological society, and young people who failed to acquire these skills while in school are dropping out or graduating from high school without them. Adult basic education programs do not generally have the resources and organizational support to meet the needs of this unskilled population. More importantly, their efforts are not coordinated to promote a sharing of existing resources, to access information on effective programmatic or

instructional practices, or to increase the capacity of programs to serve the educationally underserved adults. A study conducted by the Ford Foundation (1979) concluded that adult illiterates were "vastly underserved" and proposed that a major shift in educational policy was needed to serve the needs of disadvantaged adults.

A new emphasis on literacy instruction was reflected in the President's Initiative on Adult Literacy (1983). The Initiative was designed to promote the use of existing resources and to strengthen collaborations between the public and private sectors to increase the availability of literacy instructions to those adults seeking to gain or to improve their literacy skills. A component of the Literacy Initiative was the National Adult Literacy Project.

The goal of the project was to pull together the best information available on literacy issues and to report it to a wide audience. To accomplish this goal, project staff engaged in the following tasks.

Task 1. Established a model for organizing information about adult literacy instruction

Task 2. Convened a Conference of adult literacy research and training specialists

Task 3. Used the organizing model to identify, classify, and review programs and techniques in adult literacy instruction

Task 4. Used the organizing model and information about existing efforts to identify gaps and information needs in adult

literacy instruction (R&D Agenda)

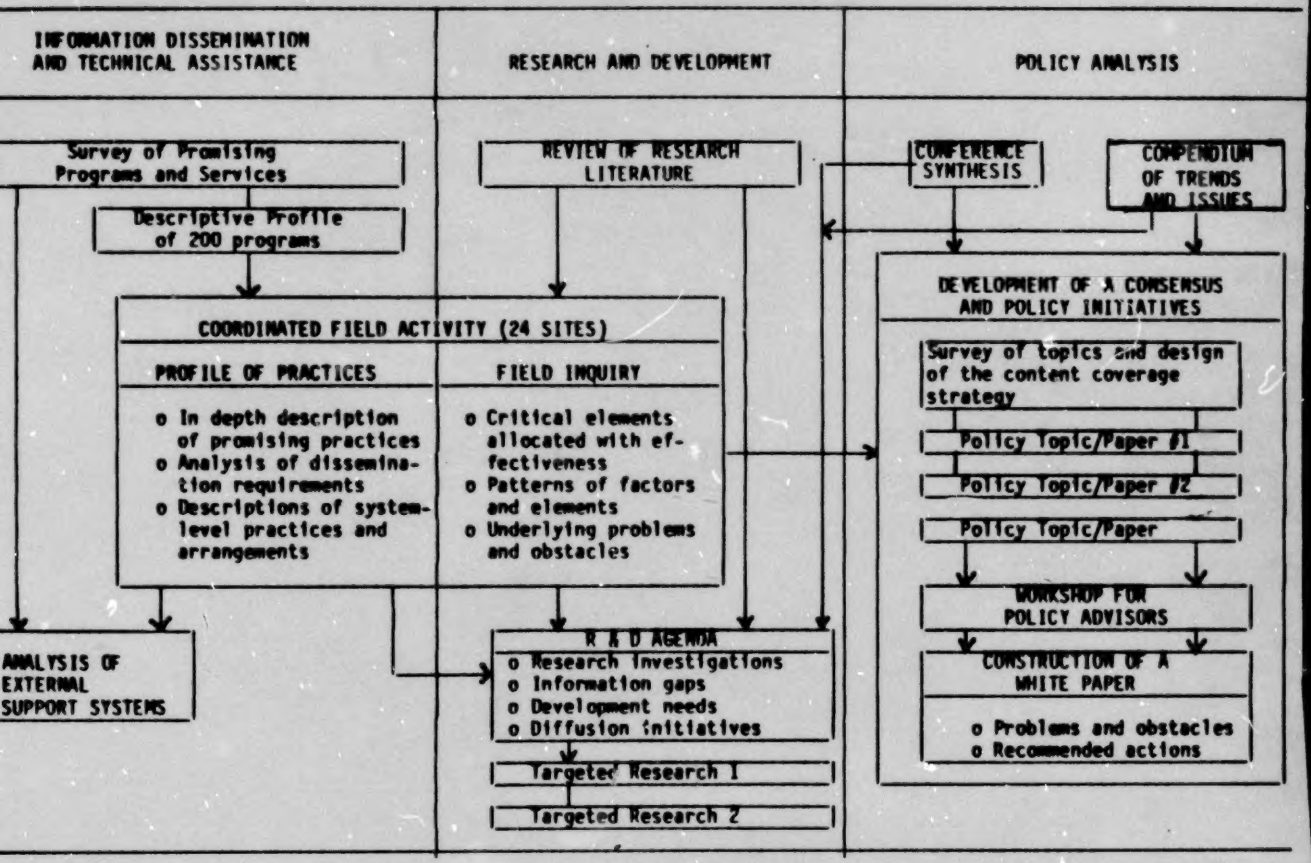
Task 5. Disseminated information about adult literacy instruction to aid adult literacy training programs

Task 6. Conducted selective research and development projects

Task 7. Analyzed and reported on issues and trends in adult literacy instruction

Because of the interlatedness of the tasks, they were further divided into three program components 1) Information, dissemination and technical assistance, 2) research and development and 3) policy analysis. These three components served as the thrust to operationalize the program, and project activities are reported by components.

INTERRELATIONSHIPS AMONG PROJECT COMPONENTS AND TASKS


INFORMATION DISSEMINATION AND TECHNICAL ASSISTANCE
RESEARCH AND DEVELOPMENT
POLICY ANALYSIS
Survey of Promising Programs and Services
Descriptive Profile of 200 programs
REVIEW OF RESEARCH LITERATURE
CONFERENCE SYNTHESIS
COMPENDIUM OF TRENDS AND ISSUES
COORDINATED FIELD ACTIVITY (24 SITES)
PROFILE OF PRACTICES
o In depth description of promising practices
o Analysis of dissemination requirements
o Descriptions of system-level practices and arrangements
FIELD INQUIRY
o Critical elements allocated with effectiveness
o Patterns of factors and elements
o Underlying problems and obstacles
DEVELOPMENT OF A CONSENSUS AND POLICY INITIATIVES
Survey of topics and design of the content coverage strategy
Policy Topic/Paper #1
Policy Topic/Paper #2
Policy Topic/Paper
WORKSHOP FOR POLICY ADVISORS
CONSTRUCTION OF A WHITE PAPER
o Problems and obstacles
o Recommended actions
ANALYSIS OF EXTERNAL SUPPORT SYSTEMS
R & D AGENDA
o Research Investigations
o Information gaps
o Development needs
o Diffusion initiatives
Targeted Research 1
Targeted Research 2

Chapter I

Information Dissemination and Technical Assistance Component

Because each of the major components was closely linked (see model) and each received information from the other two at key stages in the project, a delay in the first activity caused a delay in the completion of subsequent activities and completion of the project. What follows is a breakdown of project activities by component as they were carried out over an 18 month period.

A functional model derived from both the theoretical work of George Eyster and current research findings was developed for identifying, organizing, classifying and analyzing information on instructional practices in literacy programs. Other factors also thought to be critical and to influence successful acquisition of literacy skills by adult learners were also incorporated into the model.

The model uses a matrix checklist to organize program information by program component and organizational sector. A "Practice Profile" methodology was used to determine which components were relevant to and appropriate for adult literacy programs based on a precise list of implementation requirements and useful resources needed by potential program adopters. (The Practice Profile is an "all purpose tool" useful for program communication, staff development, evaluation and improvement. The "Practice Profile" was developed by The NETWORK, Inc., and the University of Texas Research and Development Center.) The

horizontal axis of the checklist indicates eight components identified as likely program components in adult literacy programs. They include:

1. Recruitment -- the methods used for enrollment.
2. Orientation and Counseling -- the process used to determine if the program is appropriate for the learner.
3. Learner Diagnostic Testing -- the process used to determine learner placement level.
4. Instructional Methods -- the process by which instruction is delivered.
5. Instructional Materials -- the process of developing, selecting, and utilizing materials.
6. Assessment of Learner Skills -- the process of on-going testing of learner progress in the program.
7. Follow-Up of Learners -- the process of determining what happens to learners when they complete the program.
8. Program Evaluation -- the process (internal and external) of determining whether the program is achieving its goal.

While it was determined that adult literacy programs would not necessarily have all the program components identified, they would have some of these components and some components in each program would be more successful than others. Consequently staff and project advisors agreed, that it was important to assess each program component for success factors rather than the entire program.

Six organizational sectors were also agreed upon for the vertical axis of the checklist. Because of the variety of literacy programs and the amount of overlap in their organizational structures, an organizational sector was defined as an institutional base through which services were delivered. The six organizational sectors finally agreed upon, with approval from senior project advisors, were thought to best represent the types of literacy programs in operation. Programs who were contacted and responded to the survey were listed under each sector heading. Organizational sectors included programs in local and state administered agencies (e.g. ABE/ESL), employment and training programs, (e.g. JTPA) correctional programs; community-based programs (e.g. volunteer, library, church, social service agencies); military programs; and programs located on community college (Post-Secondary) campuses.

In addition to program components and organizational sectors, the matrix also indicated by code, the literacy level (1-4) of adult learners enrolled in the program. An abridged version of the checklist presented here was used to gather initial information from all 375 nominated program.

ORGANIZING MODEL FOR LITERACY PROGRAMS

SECTORS

	1. Program Management & Operations	2. Recruitment, Counseling & Orientation	3. Student Diagnostic Testing	4. Assessment of Student Skills	5. Instructional Delivery and Management System	6. Instructional Methods and Materials	7. Program Evaluation	8. Student Follow-up System
A. Public ABE 1.(Program Names) 2. 3. and so forth		(Levels of Literacy) 1. Functionally Literate 2. Moderately Functionally Literate 3. Functionally Illiterate 4. Illiterate						
B. Employment & Train ng 1.(Program Names) 2. 3. and so forth		*We would indicate by a code number what levels of literacy they address.						
C. Correctional								
D. Community-Based								
E. Military								
F. Voluntary								
G. Institutions of Higher Ed.								
H. ESL								

*Note: Under each of these Sector Headings would be actual program contacted.

COLLECTING PROGRAM INFORMATION FOR THE ORGANIZING MODEL

Program Nominations

A letter soliciting nominations of literacy programs characterized as incorporating or exemplifying "promising practices" was mailed to project advisors, state adult basic education directors, and members of the Coalition for Literacy. These literacy experts were asked to nominate programs based on three broad guidelines:

1. Programs were successful in one, some, or all of the following areas: recruitment, retention and results however measured.
2. Programs deserved emulation in general.
3. Programs were especially strong in two or more of the following program components: orientation and counseling, learner diagnostic testing, instructional methods, instructional materials, assessment of learner skills, learner follow-up, and program evaluation.

A second mailing was conducted to voluntary resettlement agencies, state corrections officers, and panelists who had participated in the NAL January Conference to ensure that nominations were represented for all organizational sectors. Of the 118 program nominations received by mid-February, the majority represented state or local education agencies and community-based programs - only two of the organizational sectors. To increase the response of other nominated programs, those who had not

responded to the request for nominations were mailed a postcard to remind them and to request their responses. This was followed by a telephone call. This strategy increased the number of nominations from 118 to 195.

Still, employment and training and correctional programs were under represented. These as well as corporate programs required searching through documents, the literature and persistent phone calls to produce significant leads and contacts to increase their representation in the pool of nominated programs.

The cut off date for program nominations was the end of March. By that time, all of the 52 states surveyed, with the exception of Nevada, Arkansas and Iowa were represented in the pool of 335 nominated programs.

State/Local Education Agencies	130
Community Based Programs	93
Employment and Training Programs	50
Corrections Programs	15
Military Programs	15
Postsecondary Programs	32
	335

Program Nominations by Sector -- March 23, 1984

As program nominations arrived, an information sheet for each program was completed and filed in a large notebook under the appropriate organizational sector. This system provided a

quick reference for program data, and also included additional information of: who nominated the program, number of times the program was nominated, and how nominators had ranked each program.

Program Surveys

Nominated programs were mailed survey packets the last week in February (see appendix). The packets contained a letter of introduction about the project and the reason for the survey, the survey instrument, a checklist for program materials, a postcard to be mailed back immediately to indicate when the survey would be returned, and a stamped addressed return envelope. All programs were asked to return their surveys within two weeks. Because of time constraints and because April 30, was selected as the cut-off date, surveys received as late as July were not included in the study.

Of those who responded, response was enthusiastic. Most programs appeared eager to provide information. The majority responded with samples of instructional materials, brochures, newspaper articles, samples of student work, inservice guides and various program forms. Those programs not responding within a week of the date promised, received follow-up telephone calls.

Site Selection

Surveys were mailed to 375 nominated programs. Three hundred, fifty programs responded. To determine which sites would be selected for site selection a "Site Selection Process" was developed based on:

1. information provided on the survey (5 points)
2. descriptions and/or examples of instructional materials and (5 points)
3. level of student retention (2 points)

Each program was assessed and sorted using these criteria. Phase I of the site selection process involved sorting through and evaluating programs using the following guidelines:

- 1 point for a clearly stated philosophy/mission that emerged from program component descriptions.
- 1 point for detailed answers to all survey questions. That is, not only what they did but how and why.
- 1 point for clear, detailed information on staff development.

Criteria for Evaluating Program Survey Responses

1. Description of/inservice/sessions which may train teachers in:
   - o preservice program goals
   - o program philosophy
   - o preferred teaching methods
   - o variety of approaches
   - o recordkeeping procedures
   - o testing procedures
   - o characteristics of adult learners
2. Description of follow-up training which may include:
   - o regular group meetings with director, or head teacher
   - o regular one-on-one sessions with director

- 1 point was awarded for an articulate response to Question 4 on the survey.

Criteria for Evaluating Program Survey Responses - Question 4

Rationale:

Outstanding programs met some of the criteria below. These criteria were developed from an examination of randomly sampled program descriptions and materials received from nominated programs.

Component	Responses which indicate clear, detailed information
1. Recruitment	1. Explanation of how the program informs the community about its services and how it recruits students.
2. Orientation/ Counseling	2. Description of a. any organized activity which involves the student in setting personal and/or program goals b. recordkeeping procedures to indicate student interests/ abilities.
3. Diagnostic Testing	3. Description of a. a combination (rather than one) of instruments used to determine student strengths, and weaknesses b. methods to diagnose separate skills rather than use of one

		grade level score as pre/post-test measure c. diagnosis of other skills in addition to academic (learning style, self concept) needs.
4.	Teaching Methods	4. Description of a a. variety of methods teachers use to meet learner needs b. differing methods teachers use to meet needs of beginning, intermediate and advanced learners.
5.	Teaching Materials	5. Description of a. commercial materials which are appropriate for adults b. teacher made materials which are used entirely or as supplementary materials c. materials which help students <u>apply</u>, rather than just "practice" skills. d. materials which are designed to integrate and reinforce reading, writing and oral communication skills e. materials which build higher level critical thinking skills.
6.	Assessment	6. Description of

a. records of learner progress

b. records of teacher lesson [illegible], learner goals, methods and materials used

c. skill checklists used to supplement diagnostic testing

d. other measures of "success" in addition to test data.

7. Learner Follow-Up

7. Description of any methods used to track learners after they leave the program (whether learners have or have not met goals).

8. Evaluation

8. Description of

a. any evaluation instrument or methods used

b. criteria used to evaluate programs.

- 1 point for Question 5 on the Survey

A point was awarded for a program's careful and thoughtful response here.

Total possible points on the survey = 5 points.

Program materials were reviewed, assessed and awarded points according to the following point system:

- 1 point for a clear description of instructional materials and how they are used in the survey.

- 4 points if an example was provided for each of 6-8 components which support what was said in the survey.
- 3 points if an example was provided for each of 3-5 components which support what was said in the survey.
- 1 point if an example was provided for each of 1-2 components which support what was said in the survey.

Total possible points for instructional materials = 5 points.

An additional 2 points were awarded for the following responses to Question 3 in the survey:

- 1 point for a no response to part a.
- 1 point for a dropout rate of 30% or less.

NOTE: A program could have said that retention was a problem (yes), and therefore, they would not receive a point on the first condition. But they received 1 point on this second item, (if even with a yes) they still quoted a dropout rate of 30% or less.

Total possible points = 2 points

Total program assessment = 12 points

Phase II involved sorting programs into their appropriate group by the number of points awarded.

Group 1 - Those programs with 12 points total.

Group 2 - Those programs with 9-11 points total.

Group 3 - Those programs with 6-8 points total.

Programs falling outside of the range of points awarded, were eliminated from the site selection process. Because of the uncertainty regarding the number of programs to be classified in Group 2, programs in group 2 and 3 served as backup groups to group 1.

Groups 1, 2, and 3 were further sorted according to the following criteria:

1. large programs/systems
2. organizational sectors
3. geographic location
4. program type
5. reading level

Using this site selection process, thirty-four programs were selected for site visits (see NALP sites) from the programs who returned questionnaires. Thirty-two of the 34 programs are featured as exemplary programs in The Guidebook For Effective Literacy Practice. Thirty-two sites were visited instead of the 24 sites originally proposed, to ensure that adequate data would be gathered for the field study.

CUMULATIVE POINTS FORM

PROGRAM SURVEY

_____ (1 point) clear philosophy/mission

_____ (1 point) detailed answers in general

_____ (1 point) question 2

_____ (1 point) question 4

_____ (1 point) question 5

_____ Total Points

PROGRAM MATERIALS

_____ (1 point) clear description of materials

_____ (4 points) 6-8 examples

_____ (3 points) 3-5 examples

_____ (1 point) 1-2 examples

RETENTION

_____ (1 point) retention not a problem

_____ (1 point) dropout rate of 30% or less

_____ Total Points

_____ Grand Total

NALP PROGRAM SITES

PROGRAM/CONTACT	SECTOR	PROGRAM EMPHASIS	READING LEVEL	RESEARCHED BY
SEQUOIA DISTRICT ADULT SCHOOL Broadway and Brewster Redwood City, CA 94063 Cuba Miller (415) 369-6809	State/LEA	ESL/ Basic Skills	All	FWL
PORTLAND ADULT COMMUNITY EDUCATION 68 High Street Portland, ME 04103 Kathleen Lee (207) 780-4215	State/LEA	ESL/ Basic Skills	0-3/4-7	NETWORK
FRANKLIN COUNTY ABE PROGRAM 15 Middle Stgreet Farmington, ME 04938 Claude Vachon (207) 778-3460	State/LEA	Basic Skills	6-9	NETWORK
LOWELL ADULT EDUCATION PROGRAM Lowell High School Kirk Street Lowell, MA 01852 Frederick Assad Abisi (617) 458-9007	State/LEA	Basic Skills	8-12	NETWORK
SOUTH CAROLINA STATE ABE PROGRAM 206 Wilkins Street Greenville, SC 29665 W.D. Taylor (803) 232-2429	State/LEA	All	6-9	NETWORK
LUTHERAN SETTLEMENT HOUSE WOMEN'S PROGRAM 10 East Oxford Avenue Philadelphia, PA 19125 Katherine Reilly (215) 426-8610	Community-Based	Basic Skills	4-7	NETWORK
REFUGEE LINK PROGRAM 525 North Seventh Street Phoenix, AZ 85006 Nancy Meyers (602) 257-2900	Community-Based	ESL	N/A	FWL

NALP PROGRAM SITES

PROGRAM/CONTACT	SECTOR	PROGRAM EMPHASIS	READING LEVEL	RESEARCHED BY
PUSH LITERACY ACTION NOW (PLAN) 2311 18th Street, N.W. Washington, D.C 20009 Mike Fox (202) 387-7775	Community-Based	Basic Skills GED	0-3	NETWORK
LITERACY VOLUNTEERS OF NEW YORK CITY 200 West 70th Street New York, NY 10023 Karen Griswold (212) 663-7200	Community-Based	Basic Skills	0-3	NETWORK
BANK STREET BASIC SKILLS ACADEMY 610 West 112th Street New York, NY 10025 Virginia Kwarta (212) 663-7200	Community-Based	Job Training	4-7	NETWORK
LAFAYETTE ADULT READING ACADEMY 604 North Seventh Street Lafayette, IN 47901 JoAnn Vorst (317) 742-1595	Community-Based	All	4-12	NETWORK
LANGUAGE LEARNING CENTER--L.A. COUNTY P.L. 7400 East Imperial Highway Downey, CA 90242	Community-Based	ESL/ Basic Skills	0-7	FWL
BASIC SKILLS EDUCATION PROGRAM - ARMY Fort Bragg, NC 28307 Rebecca Wilson (919) 396-6982	Military	Basic Skills	6-8	NETWORK
JOB-ORIENTED BASIC SKILLS (JOBS) - NAVY San Diego, CA 92133 R.L. Ferris (619) 225-4544	Military	Basic Skills Job Training	8-12	FWL
ACADEMIC REMEDIAL TRAINING (ART) - NAVY San Diego, CA 92133 D.W. Richie (619) 225-3436	Military	ESL/ Basic Skills	4-7	FWL

NALP PROGRAM SITES

PROGRAM/CONTACT	SECTOR	PROGRAM EMPHASIS	READING LEVEL	RESEARCHED BY
DIRECTIONS IN ADULT LEARNING - AIR FORCE Hanscom Air Force Base, MA 01731 Pattela C. Bucher (617) 861-2026	Military	ESL	0-7	NETWORK
AMERICAN PREPARATORY INSTITUTE - NAVY Philadelphia, PA	Military	All	8-12	FWL
NEBRASKA CENTER FOR WOMEN - ABE Route 1 York, NE 68467 Janice Axdahl (402) 362-3317	Corrections	Basic Skills Vocational	4-7	FWL
COOLIDGE HIGH SCHOOL South Dakota State Penitentiary Sioux Falls, SD 57117 Lloyd E. Stivers (605) 339-6769	Corrections	GED H.S. Diploma	8-12	FWL
LITERARY VOLUNTEERS - SING SING PENITENTIARY 354 Hunter Street Ossinging, NY 10562 Christine Mattia (914) 941-0108	Corrections	ESL/ Basic Skills	0-3	NETWORK
LITERACY COUNCIL OF CAMP HILL S.C.I. Camp Hill, PA 17011 Lamont Harris (717) 737-4531	Corrections	ESL/ Basic Skills	0-3	NETWORK
SAN DIEGO C.C. CONTINUING CENTER 5350 University Avenue San Diego, CA 92105 Autumn Keltner (619) 230-2144	Post-Secondary	Vocational	0-4	FWL
*FIVE SCHOOL AB/CE CONSORTIUM 1851 Highway 169 East Grand Rapids, MN 55744 Lynette Eck (218) 327-1774	Post-Secondary	Basic Skills	0-3	FWL

NALP PROGRAM SITES

PROGRAM/CONTACT	SECTOR	PROGRAM EMPHASIS	READING LEVEL	RESEARCHED BY
DEVELOPMENTAL EDUCATION-EDMONDS C.C. 20000 68th Avenue, West Lynnwood, WA 98036 Greg Golden (206) 771-1522	Post-Secondary	Basic Skills GED	4-7	FWL
SOUTHEAST C.C. ADULT GUIDED STUDIES 880 O Street Lincoln, NE Curtis D. Sederburg (402) 471-3333	Post-Secondary	GED, ESL Basic Skills	4-7	FWL
VOLUNTEER TUTORING PROGRAM PORTLAND C.C. 12000 S.W. 49th Avenue Portland, OR 97219 Dorothy Brehm (503) 244-6111 ex 103	Post-Secondary	ESL/ Citizenship	0-3	FWL
CALDWELL C.C. & TECHNICAL INSTITUTE Lenoir, NC 28645 Martha Hollar (704) 728-4323	Post-Secondary	ESL/ Basic Skills	4-7	NETWORK
JOBS FOR YOUTH -- BOSTON INC. 312 Stuart Street Boston, MA 02116 David J. Rosen (617) 338-0815	Employment & Training	Job Training Basic Skills	4-7	NETWORK
*INDUSTRIAL FAIR BREAK 6740 Shady Oak Road Eden Prairie, MN 55344 Carol Fairbrother (612) 828-7474	Employment & Training	Basic Skills	7-12	FWL
VOCATIONAL ED. SPECIAL PROJECTS -- SAN MATEO COUNTY 333 Main Street Redwood City, CA 94063 Joe Cooney (415) 363-5439	Employment & Training	Vocational	4-7	FWL

NALP PROGRAM SITES

PROGRAM/CONTACT	SECTOR	PROGRAM EMPHASIS	READING LEVEL	RESEARCHED BY
CLERK TYPIST TRAINING PRUDENTIAL INSURANCE COMPNAY 32 Green Street -- Room 213 Newark, NJ 07102 Josephine Janifer (201) 624-7990	Employment & Training	Job Training	8-12	NETWORK
GENERAL MOTORS CORPORATION				
ATENA Hartford, CT				
*MILWAUKEE OIC 2947 North Third Street Milwaukee, WI 53212 Kathy Patterson (414) 374-6300	Job Training	Job Training	8-12	FWL

*These program sites will not receive site visits.

National Adult Literacy Conference

A two day national conference was held in Washington D.C. at the Hyatt Regency, Capitol Hill, January 19-20, 1984. The primary function of the conference was to present and discuss available information on adult literacy instruction and to establish networks and working relationships among staff, organizations and individuals who were both providers and seekers of information and resources. The goals of the conference were:

1. To establish the state-of-the-art in adult literacy instruction including identification of major issues in adult literacy training.
2. To lay the groundwork for consolidating sound practice and to identify a number of current issues that needed to be addressed.

To address these goals, NIE commissioned the writing of fourteen papers by literacy experts, prior to the award of the contract (see conference agenda) to be presented at the conference.

Conference

Opening remarks were given by Secretary Bell, who stressed the need for continued support for State ABE programs and encouragement for support from the private sector. Barbara Bush, a strong supporter of the Literacy Initiative, commented that one of the main reasons for the literacy project was "to create

public awareness about the problem of illiteracy". Dr. Manuel Justiz, former director of NIE, also spoke briefly on the purpose of the project.

Thomas Stitch, presided over the conference and gave the introductory presentation on "Strategies for Adult Literacy Development", which provided a preview of the paper presentations that followed. A luncheon sponsored by Mr. Harold W. McGraw Jr., Chairman, McGraw-Hill, Inc. was sponsored on the second day to some 200 invited guests.

Dr. E.D. Hirsch, Jr., Professor of English from the University of Virginia was the keynote luncheon speaker. Dr. Hirsch spoke on the need for learners to have "Cultural Literacy" as background information in order to be literate in the society in which they live. During the luncheon, Mr. McGraw Announced the formation of the Business Council for Effective Literacy Inc., (BCEL). The council is a private operating foundation dedicated to fostering greater corporate involvement in combating functional illiteracy.

The conference was videotaped for national viewing and was telecast on February 29. Copies of the conference videotape were made available from James Connett, Kansas State Facilitator (316/685-0271). The teleconference was sponsored by the National Diffusion Network, who worked closely with NIE to arrange and coordinate the video tapping of the conference.

Following the conference, the conference papers were made available from the Adult Education Clearinghouse in Washington D.C. to anyone requesting them. Approximately 50 people requesting copies of the papers. Each was sent a form letter thanking

them for their interest in the papers and indicating where they could be obtained. All conference attendees were sent copies of the papers, by NIE including the keynote address and a copy of Mr. McGraw's speech announcing the formation of the Business Council for Effective Literacy. A synthesis of the conference was also prepared by David Harman, although not completed until August. A no host reception was held at the end of the first day. The reception gave participants an opportunity to exchange information and ideas and to make new acquaintances.

Conference Agenda

The conference agenda was designed around the commissioned papers. Because the papers addressed a variety of organizational sectors involved in literacy development and training, paper presenters were divided into four topical areas: 1) literacy from the state and federal perspective; 2) literacy development in organizational settings; 3) organizational issues for literacy programs and 4) literacy development for non-English speakers (see conference agenda).

The conference used a single session format. (There were no concurrent sessions). Sessions ran consecutively from 9:30 a.m. to 5:00 p.m. on the first day, beginning with registration at 8:00 a.m., and from 8:30 a.m. to 3:30 p.m., on the second day. Each presenter gave a 15 minute summary presentation with their assigned group. At the end of each group of presentations, panelists reacted to the papers. The size of each panel ranged from two to five members with panel moderators when the panel

consisted of more than two people. Panel members were mailed the papers to review prior to the conference (paper previews were developed as handouts and distributed to all conference participants). Most of the panelists had prepared written texts in advance to respond to the papers they were assigned.

A number of nationally known literacy experts and project advisors served as panelists and moderators. Experts were used instead of staff to encourage an open exchange of ideas and flow of information. During registration each panel member and presenter was given a stand-up name sign and a presenter ribbon.

Project staff worked closely with NIE staff, who carried out and coordinated the overall logistics of the conference. This included identifying the conference site, selecting conference participants, obtaining a sponsor for the sit-down luncheon, and securing the keynote speaker.

Participant List

Some 200 participants were invited to attend the conference. Participation was by invitation only. A master address list of 500 guests was developed from a list of names solicited from individuals and agencies representing volunteer organizations, local and state agencies, business and industry, military basic skills specialists, adult education specialists and interested staff and members of Congress and the administration. The master address list was submitted to NIE for approval and final selection of the 250 participants who were invited.

Invitations were mailed to all 250 finalists with response cards. The final registration list was developed from the response cards or from participants who responded by phone indicating their intention to attend.

Chapter II

Research and Development Component

Data Collection Procedures

At the first meeting of Project Advisors in Washington, in November (1983) they voiced their concerns about the direction and focus of the proposed research activities and made suggestions to narrow the scope of the research activities being proposed. Although these recommendations were endorsed by project staff and helped focus subsequent planning of the research activities, project advisors again expressed concern at the January meeting after reviewing the Field Inquiry Notebook, and the data collection procedures, that what was being proposed was still too ambitious. Based on this second set of recommendations, the Field Inquiry Notebook was completely overhauled, and the data collection process simplified.

Our attempt to simplify and narrow the scope of the field research activity resulted in the development of The Qualitative Field Inquiry Guide, used to collect qualitative field data. The "Guide" consists of a set of research questions for program staff - the director, teacher, counselor, and the learner - designed to illicit responses related to the program components and sectors in the organizing model and the five constructs and variables represented in the "Program Learner Interactive Model". These five constructs were identified from the literature as critical elements that contribute to the success of adult education programs across the six program sectors. Once the critical elements

were identified, the second step was to identify variables that defined each of the five constructs. These constructs and variables were incorporated into a matrix and comprise the Program Learner Interactive Model. Instead of focusing on the 26 dimensions originally proposed in the Field Inquiry Notebook, The Program Learner Interactive Model focuses on these five constructs which according to the literature, influence retention and achievement of adult learners. A draft of the model was reviewed by the program officer and selected project advisors before undergoing final revision. The model was intended to:

- Guide the design of the research questions
- Provide a framework for analyzing the field data
- Provide a theory-based research driven model
- Provide a model that could be used as a practical system for gathering information which could be useful to practitioners and literacy providers and,
- Provide a parsimonious model with which key issues in adult literacy could be addressed.

A narrative description of the model was integrated with the Interview Guide used to collect the field data.

The Interview Guide was developed collaboratively by staff to be used for site visitations. The "Guide" outlined specific procedures to follow for data collection and preliminary data analysis. The procedures helped prepare staff for the site visits, understand the theoretical model that formed the basis of

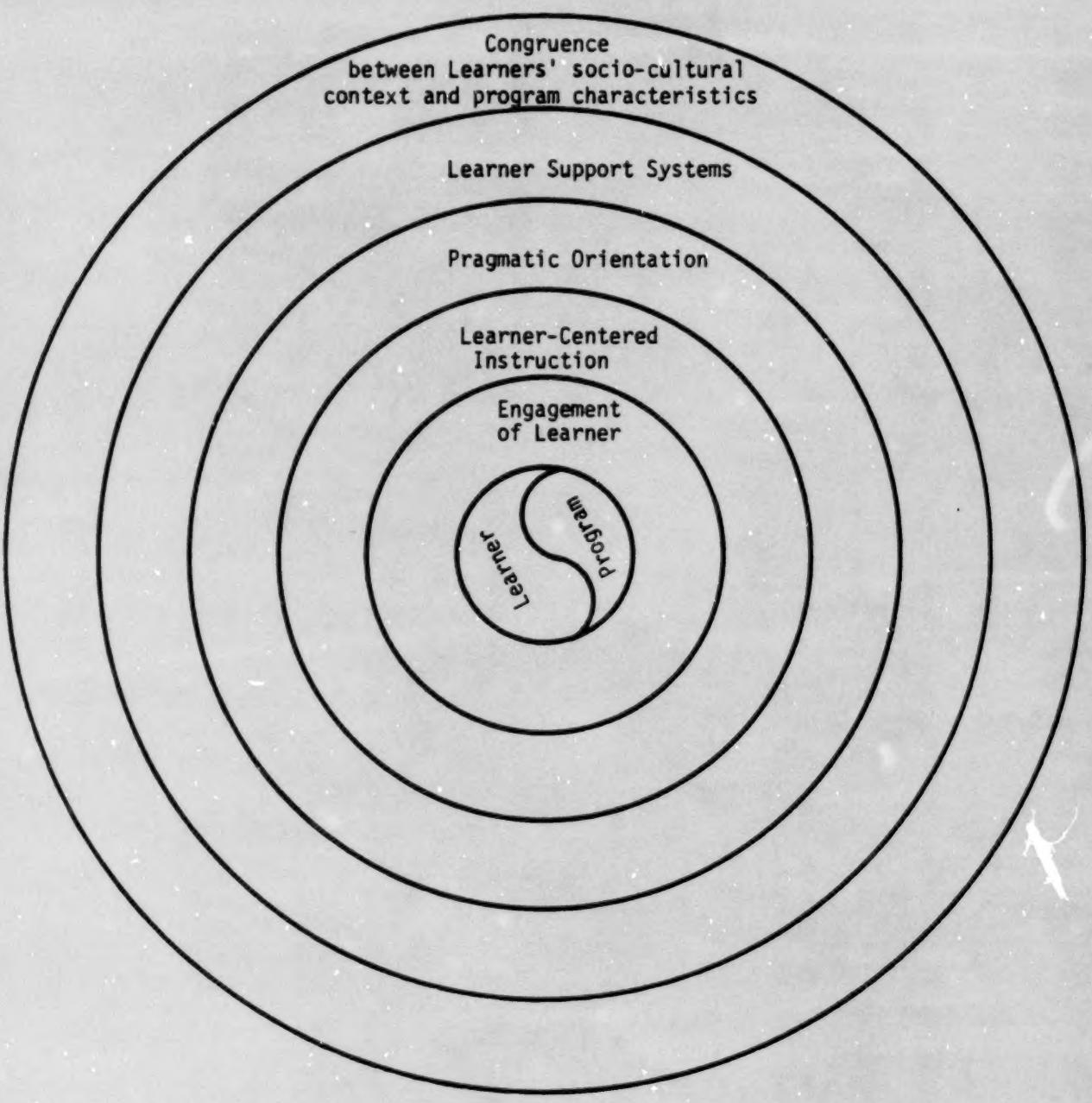
Figure 1

PROGRAM-LEARNER INTERACTIVE MODEL: MATRIX

I. Active Engagement of the Learner	II. Learner-Centered Instruction	III. A Pragmatic Orientation	IV. Support Systems for the Learner	V. Congruence Between Learner's Socio-Cultural Context and Program Characteristics
• collaborative planning and counseling (learner/instructor contracts) • learner's choice in objectives and content • highly engaging activities • opportunity for self evaluation	• assessment of individual needs and capabilities • targeted program placement • performance-based versus time-based • responsiveness to individual interests and needs • multiple opportunities for assessment and validation of learning • provision for short term realistic, sequential goals • continuous appraisal, feedback and instructional adaptation • sequential steps that result in success • emphasis on formative over summative evaluation	• objectives and content are practical, concrete and explicit • objectives have obvious potential for payoff (economic, political, and social) • materials are geared to immediate adult concerns and interests • skills and outcomes are immediately applicable	• teacher sensitivity to and skills in success/failure management • caring, committed, and competent teachers • high expectations for success of learner • staff composition reflects community make-up • involvement of significant others • peer support through learning groups • counseling for academic progress (student setting realistic goals) • non-academic counseling • confidentiality of learner progress and records	• learner expectations and program objectives(economic, political, social empowerment) • learner needs and program offerings (socio-cultural patterns of interaction; program location) • learner learning styles and instructional methods • socio-cultural context of learner and program goals • program and community goals

Figure 2

Program-Learner Interactive Model



the data collection and analysis processes, conduct site interviews, and convert raw data into comprehensible write-ups for data analysis.

The intent was to insure uniform data collection write-up procedures for the five staff members conducting site visits. The "Guide" was divided into several parts. Part I provided the rationale and described the development of the theoretical model, and the interview questions ("Interview Guide") designed for the program director, the teacher, the counselor (or person in that role) and the student.

Interview Guide

The Interview Guide was developed by both staff from the Laboratory and The NETWORK in two parts and combined into one instrument and piloted at three sites; two on the east coast, and one the west coast. As a result of the pilot test, the "Guide" underwent additional modification. All staff conducting site visits used the "Guide" questions. One portion of the "Guide" developed by Far West staff was based on the "Learner Interactive Model" and focused on qualitative information that influences the success of the literacy programs. The questions developed by The NETWORK staff served to confirm information submitted on the survey and to enable staff to develop a composite profile of the program with additional descriptive information.

Part II of the "Guide", explained the process for training staff, including resources to be studied. It included a checklist of important tasks to be completed to arrange and schedule site visits with site directors. The intent of this section of

the "Guide" was to help the interviewer anticipate unexpected events that might occur during the site visit, and reinforced the need for staff to exhibit flexibility.

The final part of the "Guide" described post-site visit procedures to be followed. This included instructions and forms for organizing and writing-up the raw data.

Site Visits

Site visits began the third week in May and ended in mid-September. Because of the multitude of responsibilities required of program directors and their busy schedules, the time required to make the initial contact to schedule individual site visits ranged from two days to four weeks. Letters were mailed to site directors as a follow-up to the initial telephone conversation to confirm the date, explain the purpose of the visit, and to identify who was to be interviewed. Interviews lasted one and one-half to two days each, per site depending on whether classes, students and teachers were located in the same building, and whether they were available at the time to participate in the interview. Because of these conditions, the time required to complete the site visits took longer than planned or anticipated in some cases. Once on site, directors often were not sure who was going to be interviewed even though this had been discussed prior to the arrival of staff, and it was necessary for interviewing staff to be flexible and work around the schedules of staff and students who had agreed to participate. (Most classes operate from 9-12, and most students leave promptly after class and teachers are part-time. Those that stay after class are

totally involved with the students.) All participants who volunteered for the interviews were very cooperative and eager to share information about their programs.

Data Analysis

In April the Information Processing Director from Far West Laboratory, spent two and one-half days training NALP staff at The NETWORK on the use of the Hewlett Packard (HP 125) Computer. The purpose of the training was to teach staff at The NETWORK, 1) how to establish communication between The NETWORK and the Laboratory and 2) how to use the computer: how to access, transmit, print and store survey as well as field data.

This involved teaching staff procedures for logging onto the HP 125, getting into the system to use the electronic mail, and logging on and capturing the data on disks for hard or printed copies. NETWORK staff were also trained on WORDSTAR, a word processing program; SPELLSTAR a program that corrects spelling errors; and Visicalc a program designed to manipulate numbers and percentages. The system allowed data, gathered by staff at The NETWORK to be transmitted and stored on the HP 3000, located at Far West Laboratory, creating a data bank on adult literacy programs which is available to agencies and organizations who have a system that is compatible with the HP 3000.

Further instructions on data entry and retrieval for purposes of data analysis with the SPSS program continued by telephone. These instructions were provided either by the

Information Processing Director at the Laboratory, his assistant, or other senior staff who are knowledgeable about computer programming and data analysis.

Guide for Coding the Data

A code book was developed as a guide for entering and analyzing program survey data. A variable name and value was assigned each variable descriptor considered significant, (see Appendix). Once program data were entered into the computer, they were manipulated to produce trends and characteristics across program sectors common to adult literacy programs. Descriptive information also contributed to identifying program characteristics of individual programs. These data were used to develop "profiles" of the literacy programs surveyed and incorporated into the Guidebook For Effective Literacy Practice.

Summary of Selected Survey Findings

Information from 213 programs was analyzed by computer to identify the typical characteristics of adult literacy programs as well as the range of program components. In addition, differences among these programs in terms of services offered, funding sources, retention problems, and student populations were explored.

Although every attempt was made to identify adult literacy programs throughout the country, the concentration of programs seemed to be in large urban areas. Forty-five percent of the programs were located in the eastern part of the United States. Another 20% of the programs were located in the north central

region of the country. The small proportion of programs (3%) included in the "other" category are found in Hawaii, Puerto Rico or the Virgin Islands (McGrail, 1984).

Summary information is presented here only on student population, reading level, and retention. More detailed information on program characteristics and program profiles can found in the Guidebook for Effective Literacy Practice (NETWORK, 1984).

Student Population

The age of students enrolled in adult literacy programs varied considerably. Information obtained from 193 literacy programs indicated that in 42% of these programs, most students are older than 30 years of age. Only 9% of the programs taught students between the ages of 16 and 20. These findings may suggest that there are fewer young students in literacy programs than originally expected. The student population surveyed was 49.5% male, with the largest percentage of this population enrolled in correctional and military programs.

Reading levels of students varied greatly, as did their needs and individual learning goals. Thirty-nine percent of the programs indicated that their students read at the 4-7th grade level upon entry. However, 36% of these same programs with transitional level readers reported a drop-out rate greater than 30%, while only 20% of all other programs reported a drop out rate above 30%.

Few literacy programs geared to the 0-3 level population offered vocational training, GED preparation or basic skills according to the survey. This factor may be attributed to entry

level requirements of minimal proficiency in reading. The majority of students (69%) in these programs are over thirty years of age. This large percentage of older students is not found in programs with readers reading at or above the fourth grate level.

Results of the survey appear to confirm that the hardest to reach population of illiterate adults is grossly underserved, and that there are a number of factors - cognitive, support systems, materials, attitudinal and teacher behaviors - that affect achievement and retention of all adult learners.

Field Research Report

The literature suggest that adult literacy programs are most effective when they attend to the student's cognitive as well as affective needs. Hence student teacher relationships and other human interactions in literacy programs were the major subjects of the two field studies which were combined under one title. One purpose of the studies was to look at the types of student teacher relations and other human interactions to determine how important they were to the success of literacy programs.

Another purpose was to gather information on the types of support systems, teacher behaviors and materials that characterize three categories of literacy programs: literacy training as a prerequisite for a diploma and employment; literacy training as a crucial aspect of personal development; and literacy training as a means for improving the socio-economic and psychological situation of low-income populations.

The 15 programs involved in these two studies were selected from 32 programs that received site visits, and represented a geographic, programmatic and institutional range of programs.

Data from the program summary sheets were coded and a cross site analysis was performed to categorize support activities. Support activities were further coded and matched to program goals, by site. A master list of teacher affective behaviors was compiled to discern the number and kinds of behaviors that emerged. Materials, methods and assessment activities were also categorized, coded and matched to program goals. A discussion of the patterns and findings that emerged are described in the field study report(s).

Research Monographs

Four research monographs were commissioned in mid-June to pull together existing information on adult literacy programs with a particular focus. The four reports represent a monograph series and are comprised of the following:

1. Promoting Innovation and Controversy In Adult Basic Education: Section 309 of The Adult Education Act.
2. The Literacy - Employment Equation. Education for Tomorrow's Jobs. A Policy Options Monograph
3. Television Technologies in Combatting Illiteracy. A Monograph
4. Giving Literacy Away: Alternative Strategies for Increasing Adult Literacy Development, Training Capacity and Program Participation.

The authors of these reports review past efforts, and build on existing knowledge bases, research and personal communications. The report on the 309 Adult Education Act probed into the history of the 309 program to better understand the role of federal education officials in promoting innovation in ABE, and to understand more specifically, the federal role in the 309 program, and the impact and the problems that led to its demise. The report also offers a number of recommendations.

The "Employment Equations" monograph identifies political and programmatic issues surrounding education, employment and training which policy makers must come to terms with. The paper then discusses what is known about the connection between basic skills and employment, and stresses the need to understand the linkage between these two areas. Finally, an agenda for programs and policy is presented beginning with local program linkage and operation to a discussion of policy changes which can enable local programs to begin and to continue.

The "Television" monograph explores the past, present and future use of television technology in literacy training, and considers the "state-of-the-state" in the use of these technologies in the nation's literacy effort. The monograph also asks some "hard" questions about the needs and habits of the television audience, the quality of programming and the involvement of broadcasters in meeting the needs of the adult illiterate population.

"Giving Literacy Away" explores the phenomenon of adult functional illiteracy and discusses some alternative strategies to impact upon the problem. The paper describes a number of

leverage points including 1) school improvement efforts, 2) increasing the capacity and effectiveness of existing literacy training programs and 3) stimulating adults' spontaneous acquisition of functional literacy skills. A preliminary R&D agenda is also offered for articulating and implementing efforts to stimulate training and acquisition of functional literacy skills.

These four reports have been separately bound, and are available as a series of individual monographs.

R&D Agenda

A Research and Development Agenda was developed for internal utilization by NIE staff. An Information Survey was developed and mailed to over 100 literacy experts and practitioners in April to solicit ideas, suggestions and recommendations. The survey, requested assistance in identifying areas where there were knowledgeable gaps and needed research in adult literacy. The survey also included a list of R&D items generated by the paper presenters at the National Adult Literacy Conference in January.

The mailing list to solicit ideas and recommendations for the R&D Survey was developed from conference attendees, project advisors, people requesting copies of the conference papers, and members of the R&D and university communities. Approximately 30% of the agenda surveys were returned. Those responding to the surveys, either agreed with the items initially generated and assigned them priority; disagreed with the items, assigned priority and recommended additional items; or only recommended areas

needing research. The survey also requested information from respondents on research that had been or was currently being conducted in adult literacy in their own organizations, to prevent duplication of effort.

Analysis of the responses showed that there was the greatest interest in the following items on the preliminary R&D agenda:

- o development of improved assessment techniques
- o development of linkages and resource sharing among literacy programs
- o studies of the differences between literacy acquisitions in adults and children
- o expansion of the use of technology
- o studies of the applicability in the United States of other countries' approaches to adult literacy development

Discussion with NALP project advisors and data collected during the NALP field-site interviews indicated that the following additional R&D needs should be included:

- o development of staff training models, particularly ones that deal with the areas of recruitment, effective use of diagnosis and assessment and training of volunteers
- o studies of programmatic factors affecting learners, including "quality-of-life outcomes" and cross-cultural sensitivity
- o studies of the characteristics of effective teachers

In the final R&D Agenda, priority was given to research that could fill in knowledge gaps and information needs in adult literacy instruction, and that would, in the opinion of NALP project advisors, have the greatest payoff to practitioners.

Assessment of the agenda according to these criteria led to the reorganization and consolidation of some items. For example, recruitment could be answered most effectively by development activities emphasizing widespread dissemination of already-identified successful recruitment methods. It seemed most appropriate to subsume the item under the category of development of a staff training model, which would include training in recruitment methods. Certain other items were similarly recategorized. The only item to be totally eliminated was the promotion of linkages and resource sharing among literacy programs. This was deemed a policy issue that was more appropriately discussed in the "White Paper".

The final R&D Agenda includes the topic areas outlined below:

- o the unique attributes of adult beginning readers
- o learner diagnosis and assessment
- o staff training
- o adult literacy programs and students' "quality of life"
- o teacher characteristics and methodologies
- o technology in adult literacy
- o literacy development in other countries

Each of the topic areas begins with a rationale for its importance and a brief review of relevant research. Proposals for research studies and/or development activities are then recommended. In some cases, specific suggestions are made for carrying out the R&D proposed according to a particular procedure (see R&D Agenda).

Chapter III

Policy Analysis Component

Three analytical reports were developed for this component of the project. They included a "Compendium" of demographic and statistical information of adult literacy characteristics, a "Conference Synthesis" of the Adult Literacy conference, and the "White Paper", a policy analysis report with recommendations. The purpose of these documents was to provide knowledgeable insights about aspects of illiteracy as an analytic resource on literacy development.

The Compendium

The "Compendium" presents a summary of descriptive data on adult illiterates and adult illiteracy programs nation-wide. Several steps were involved in the development of this report.

The first step involved identifying hundreds of documents that might yield useful information through the review of available literature and contacts with knowledgeable individuals representing government agencies, professional associations, and literacy programs. Most documents had limited circulation, required prolonged periods of waiting and were not easily obtainable. As documents were obtained, they were reviewed for references to other documents that might provide useful information, and for information to be included in the "Compendium" that might help answer the following questions:

- o How many adults in this country are illiterate?
- o What are the characteristics of adult illiterates?
- o What programs are currently working toward combatting the literacy problem?
- o What are these programs like?
- o How many illiterates are taking part in and benefiting from literacy programs?

Only up-to-date information was selected for inclusion in the report. Some of the data were discarded because the source was not clear and could not be substantiated and other data were inconsistent with other findings. The report presents a body of conclusions about illiterates and literacy programs using available data and recommendations for future work in adult literacy development.

Conference Synthesis

Papers commissioned for presentation at the National Adult Literacy Conference formed the framework for the development of the "Conference Synthesis" by David Harman. All but two of the papers were mailed to the author in December for preparation of the "synthesis".

The original plan was for the "synthesis" to be presented at the conference as a summation of what had been presented and a spring board to pose many of the unanswered questions and real issues needing to be addressed. This however, did not occur, because the paper was not completed until late August. Instead,

the author served as a panelists and reacted primarily to the final paper presented by Jeanne Chall. Because of the prolonged delay in the completion of the paper, it did not serve it's intended purpose of feeding information into other project tasks.

When the paper was submitted, it was mailed to the paper presenters for review, to insure that they had not been misrepresented. The paper presents a historical overview of the "state-of-the-art" in adult literacy and seeks to examine some of the questions, experiences and dilemmas that are prevalent today against the conference proceedings.

The White Paper

The "White Paper" is a key product of the Project. It is intended to inform policy and decision-makers at various levels of government of the immensity of the problem of adult illiteracy and makes recommendations to be acted upon based on policy issues.

The problems/issues discussed in the "White Paper" were identified through a number of sources:

- nominations from project advisors and interested literacy experts
- a review of conference papers
- a review of the literature and data related to literacy development
- a review and critique of the "Issues Papers"

A form soliciting topic nominations was circulated to project advisors, during the advisory meeting in January in Washington, D.C. Nominations were also solicited and culled from other sources identified above. Through this process nine tentative topics/issues emerged to be addressed in the "White Paper".

These were circulated to the project advisors, for comment, review and revisions, with requests for names of knowledgeable people who could address the final issues identified. An attempt was made to identify at minimum, two contributors for each paper. The development of these "Issues Papers" was a preliminary activity. The papers were used as "working papers" to generate the framework and focus for the "White Paper". The nine topics that emerged were:

1. Defining and Measuring Literacy
2. Identifying Target Populations for Adult Literacy Instruction
3. Ensuring Competent Staff
4. Meeting the Special Needs of Programs for Non-English Speakers
5. Evaluating Program Effectiveness
6. Increasing Coordination and Communication
7. Ensuring Effective Policies and Procedures at the Federal and State Levels (2 papers)
8. Responding to Changes in Technology and Workplace Requirements
9. Preventing Adult Illiteracy

Issues Papers

Papers were commissioned in April. Getting a committment from those contributors recommended by project advisors was fairly easy in the beginning, but became difficult when the list was narrowed to the final two topics. One contributor who had agreed to participate in the development of a paper backed out at the very end.

Contributors were asked to write a paper 8-10 pages in length. Each was to include a brief discussion of the problem, basing their argument on research, which proposed recommendations, decisions, and actions to be taken. A workshop was convened in Washington, D.C., June 28-29 at the Georgetown Hotel, for the contributors to discuss their recommendations and to reach a consensus on the issues to be addressed. Recommendations of issues from the group were reviewed and some agreement was reached. Issues were further refined by staff and incorporated into an outline of the issues to be addressed in the "White Paper".

A draft of the paper was mailed to project advisors in late December, with the anticipation that responses would be received by January 15. Responses were mixed and slow, and only about one-third of the Project Advisors responded. Those that did respond offered positive and constructive suggestions. Most were incorporated into the final copy of the "White Paper" entitled Adults In Crisis: Illiteracy In America.

Recommendations

The project was confronted with several challenges during its' 18 month duration. Chief among these was the unrealistic timeframe for completion of project tasks, and the difficulty in trying to coordinate the work in two organizations at such great distances.

The following are recommendations for future efforts in adult literacy based on what we have learned.

A project with the scope and complexity of NALP and one that is part of a national campaign on a problem that has reached a stage of crisis should be conducted over a longer period of time to help focus attention on the problem. And if products are to serve the intended audience and be useful, a realistic plan for dissemination of the products, with adequate support and resources should be made available upon completion of the products, for the work to have any impact.

Lead time for a major activity such as a national conference which requires complex coordination and logistical planning and influences all subsequent project activities should be realistic, or planned entirely by the funding agency prior to award of the contract. It is not possible to convene a national conference in Washington, D.C. one month after the award of a contract unless this has been done. When this does not occur, the task is delayed, and information is not available for other tasks as planned, and all subsequent work on the project is delayed.

Conferences are where people come together to obtain and exchange information. The format of a national conference should be influenced by the objectives and the intended audience, and should provide some flexibility and choices. When group discussion, exchange of information, and networking are the objectives, concurrent and repeated sessions facilitate these processes. A single session format on the other hand where participants are convened in one large room for an entire conference does not provide the same opportunity for this to occur. Furthermore, it is difficult to hold the attention and maintain the attendance of the audience under the conditions described above.

Coordination of project activities among two organizations would occur more smoothly, if procedures for communication and protocol with the project monitor are clearly established and adhered to.

APPENDIX A

The National Adult Literacy Project

The Far West Laboratory, The NETWORK, Inc.,
and The National Institute of Education

cordially invites you to attend
The National Adult Literacy Conference
on, January 19 - 20, 1984,
at the Hyatt Regency Hotel,
Capitol Hill, Washington, D.C.

Registration begins at 8:00 A.M.,
one hour before the morning session.

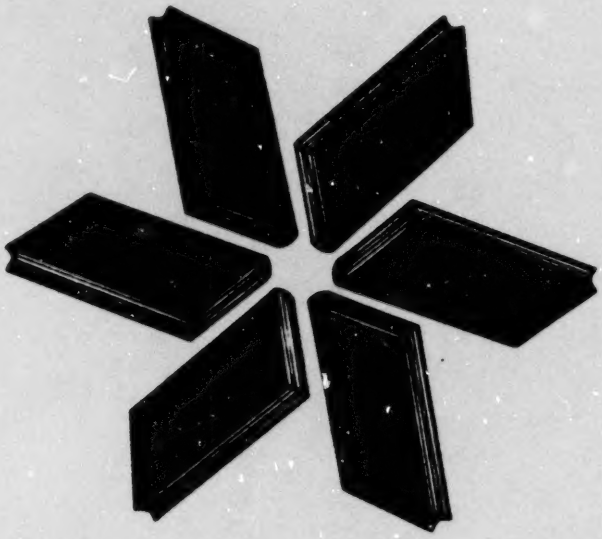
Hotel accommodations: A block of sleeping rooms at the Hyatt Regency Washington, Capitol Hill has been set aside for conference registrants at a rate of $75.00 for singles and $85.00 for doubles. Registrants must make their own reservations with the hotel. Early reservations are recommended. Because of the limited number of participants slots for this conference, there can be no substitutions. Deadline for registration will be January 9, 1984. Participants will be registered on a first come basis. After the cut off date, rooms may be reserved only on a space-and-rate-available basis. Please return the enclosed R.S.V.P. card to verify your registration. Registration will be closed after the first 125 registrants. For hotel reservations contact: Hyatt Regency, Washington, D.C. on Capitol Hill (202) 737-1234. for information about the conference contact: Far West Laboratory (415) 565-3150.

Presenters

Barbara Bush
Secretary Terrell H. Bell
Manuel Justiz
William G. Spady

Strategies for Adult Literacy Development
Thomas K. Sticht
Literacy from the State and Federal Perspectives
Paul Delker *Garth Mangum*
Literacy Development in Organizational Settings
Thomas Duffy *Alice Bird McCord*
Mary Tenopyr *John Rouche*
Patricia Gold
Organizational Issues for Literacy Programs
Joan Harris *Peter Waite*
John Eggert
Literacy Development for Non-English Speakers
Lynne Savage *Diane Longfield*
Nina Wallerstein
New Views on Developing Basic Skills with Adults
Jean Chall *David Harman*
David P. Crandall *and others*

THE NATIONAL ADULT LITERACY CONFERENCE



January 19 – 20, 1984
Hyatt Regency, Capitol Hill,
Washington, D.C.

Sponsored By
Far West Laboratory, The NETWORK, Inc.,
National Institute of Education

AGENDA

National Adult Literacy Conference
January 19-20, 1984
Hyatt Regency - Capitol Hill
Washington, D.C.

Thursday, January 19

8:00 - 9:00 *Registration*
Danish and Coffee

Introductory Remarks

9:00 - 9:15 *Terrell H. Bell -*
Secretary of Education

9:15 - 9:30 *Manuel Justiz*
Director, National Institute of Education

GENERAL SESSIONS

9:30 - 10:00 *Introduction: Strategies for Adult Literacy Development*
Thomas G. Sticht
President, the ABC'S
San Diego, California

10:00 - 10:30 *Break*

LITERACY FROM THE STATE AND FEDERAL PERSPECTIVE

10:30 - 10:45 *State of the Art in Adult Basic Education*
Paul Delker
Div. of Adult Education Services
Washington, D.C.

10:45 – 11:00 *Adult Literacy in Utah: Even a Leader Has Unmet Needs*

Garth Mangum
Institute for Human Resource Management
Salt Lake City, Utah

LITERACY DEVELOPMENT IN ORGANIZATIONAL SETTINGS

11:05 – 11:35 *Literacy Instruction in the Military*

Thomas M. Duffy
Communication Design Center
Carnegie Mellon University

11:35 – 12:00 *Panel Reactors*
Panelists:

Lt. Col. Clinton B. Anderson, Ret.
United States Army
Lexington, Virginia

Ruth S. Nickse
Associate Professor
Boston University
Boston, Massachusetts

12:00 – 2:00 *Lunch*

2:00 – 2:15 *The Impact of Basic Skills or Human Resource Management in the Retailing Industry*

Alice Bird McCord
National Retail Merchants Association
New York, New York

2:15 – 2:30 *Realities of Adult Literacy in Work Settings*

Mary L. Tenopyr
AT&T
New York, New York

2:30 – 3:00 *Panel Reactors*
Panelists:

Judith Alamprese
Huthwaite, Inc.
Reston, Virginia

Gordon Berlin, Program Officer
Ford Foundation
New York, New York

Priscilla Douglas, Manager
Pontiac Motor Division
Birmingham, Michigan

Linda Stoker
Polaroid Corporation
Cambridge, Massachusetts

Moderator:

Jean Hammink
B. Dalton Bookseller
Minneapolis, Minnesota

3:00 – 3:15 *Break*

3:15 – 3:45 *Literacy Needs and Development in American Colleges*

John E. Roueche
Community College Leadership Program
Austin, Texas

3:45 – 4:15 *Panel Reactors*
Panelists:

Herman Niebuhr, Jr.
CLEO
Philadelphia, Pennsylvania

William H. Warren
Vice Chair, Commission on Higher Education and the Adult Learner
Columbia, Maryland

4:15 – 4:30 ***Literacy Training in Penal Institutions***

Patricia C. Gold
Associate Professor,
Johns Hopkins University
Baltimore, Maryland

4:30 – 5:00 ***Panel Reactors***

Panelists:

Antonia Stone
Director,
Playing to Win
New York, New York

Steve Streurer
State Department of Education
Silver Springs, Maryland

6:00 – 7:00 ***Reception.***

Friday, January 20

8:00 – 8:30 *Registration*
Danish and Coffee

GENERAL SESSIONS
ORGANIZATIONAL ISSUES FOR LITERACY PROGRAMS

8:30 – 8:45 *Organizing and Sustaining a Community-based Literacy Program*
Joan Harris
Executive Director
South Carolina Literacy Assoc.
Columbia, South Carolina

8:45 – 9:00 *The Role of the Volunteer in Literacy Programs*
Peter Waite
Executive Director
Laubach Literacy Action
Syracuse, New York

9:00 – 9:15 *Concerns in Establishing and Maintaining a Community Based Adult Literacy Project*
John D. Eggert
President
Literacy Volunteers of America
Syracuse, New York

9:30 – 10:15 *Panel Reactors*
Panelists:
Jon P. Deveaux
Executive Director
Bronx Educational Services, Inc.
Bronx, New York

Linda Rainsberry
TV Ontario
Toronto, Ontario M4T2T1 Canada

Iris Saltiel
Project FIST
Middlesex Community College
New Brunswick, New Jersey

Ozell Sutton
Regional Director
South East Region Community Relations Service
U.S. Department of Justice
Washington, D.C.

Chris Zachareadis
Association for Community Education
Washington, D.C.

Moderator:
Judy Koloski, Chief
Adult and Community Education
Baltimore, Maryland

10:15 – 10:30 *Break*

LITERACY DEVELOPMENT FOR NON-ENGLISH SPEAKERS

10:30 – 10:45 *Teaching Strategies for Developing Literacy Skills in Non-Native Speakers of English*
K. Lynn Savage
Curriculum Specialist
Community College
San Francisco, California

10:45 – 11:00 ***Teaching English as a Second Language to Adults: State-of-the-art***

Diane Longfield
Delta Systems Incorporated
Rosselle, Illinois

11:00 – 11:15 ***Literacy and Minority Language Groups***

Nina Wallerstein
University of New Mexico
Albuquerque, New Mexico

11:15 – 12:00 ***Panel Reactors***

Panelists:

Jacqueline Cook
Adult Literacy Consultant
Brooklyn, New York

Jinx Crouch
Executive Director
Literacy Volunteers of America
Syracuse, New York

Don McCune, Director
Adult, Alternative and Continuing Education Services
State Department of Education
Sacramento, California

Carolina Rodriguez
Executive Director
Multilingual Educational Research and Training
San Antonio, Texas

Moderator:

William Bliss
Network Coordinator for Refugee Services
Center for Applied Linguistics
Washington, D.C.

*12:00 – 1:30 Luncheon Session**

Chairperson:
Diane Vines, Director
National Adult Literacy Initiative
U.S. Department of Education
Washington, D.C.

Remarks:
Harold McGraw, Jr., Chairman
McGraw Hill, Inc.
President, Business Council for Effective Literacy
New York, New York

Luncheon Speaker: Cultural Literacy
E. D. Hirsch, Jr.
Professor of English
University of Virginia
Charlottesville, Virginia

1:45 – 2:15 New Views on Developing Basic Skills with Adults
Jeanne S. Chall, Professor
Director, Reading Laboratory
Harvard University
Cambridge, Massachusetts

2:15 – 3:15 Panel Reactors
Panelists:
Jeanne S. Chall, Professor
Director, Reading Laboratory
Harvard University
Cambridge, Massachusetts

David Harman
J.D.C. – Israel
Jerusalem, Israel

Thomas G. Sticht
President, ABC'S
San Diego, California

Moderator:
David P. Crandall, President
The NETWORK, Inc.
Andover, Massachusetts

3:15 – 3:30 *Closing Remarks*
William G. Spady, Director
Far West Laboratory
National Project Director
San Francisco, California

* *The luncheon has been provided by:*
Harold W. McGraw, Jr., Chairman,
McGraw Hill, Inc.,
President, Business Council for
Effective Literacy

APPENDIX B

PART I -- PROGRAM MANAGEMENT
(approximately one hour interview)

1. I'd like to know more about how this program actually came about? (Program's historical development, were there any major changes, philosophy change, how many years has the program been in operation?)

   Probes: If there were many directors, how have these changes affected the program? (positively, negatively)

2. I'd like to know more about how your program is managed.

   A. First, I'd like to ask you some questions about your staff. How many staff are employed?

      Probes:
      - Full-time?
      - Part-time?
      - Volunteer?
      - How do you integrate part-time and volunteer teachers into your program? (orientation, meetings, inservice, decision making)
      - Does your program have established procedures for:

        -- hiring)
        -- firing) personnel policies
        -- job descriptions, job evaluations

      - Are these procedures followed?
        Give some examples.
        Which procedures are not followed?
        How is that? Give some examples?

   B. Now, I'd like to ask you some questions about recordkeeping:

      Probes:
      - How do you keep track of your learners?

        -- What kinds of details do you record?

        -- What kinds of recordkeeping methods do you use? (e.g., computer, paper file, other?)

        -- What information do you collect and keep?

* What stands out in your mind as a key feature of your program that helps learners stay in the program? And that helps learners succeed?

* Are there any obstacles you face now in your program? What are they? And how do you circumvent them?

* In an effort to approach the ideal, which you identified earlier, how do you feel your program could be improved?

* Please describe what kind of staff is needed to run a program like yours.

STOP

End of Part I.

Take 1/2 hour break to record impressions, thoughts, notes. Get ready for Part II (review the questions).

Program Director

PART II -- PRACTICE PROFILE
(approximately one hour interview)

Now, I'd like to focus on the eight program components mentioned earlier. (Refer to the sheet with the components again.) I know you've already given me a brief description of what you are doing in each of these from the survey, but now I'd like to be able to create with you a practice profile on your program. To do this, I have to understand what your program really looks like especially if I were to describe it to someone else who might want to know what they should do to adopt your program. This might seem hard at first, but I think it will be a very useful piece of information to you as well as to others who might be interested in adopting a program like yours. Under each component I'll repeat what was written about the component from the program survey. Please correct any misinterpretation I might make, clarify or add any information you think would be helpful.

A. Recruitment

Let's begin with recruitment. On the survey _____

_____

_____

(from survey) was described for recruitment.

Identify the ideal. Say: If your project was adopted for use in another place, would there be any other forms of recruitment that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of recruitment as you do? Would less be okay? How much less?

Ideal Variation(s)	Acceptable Variation(s)	Unacceptable Variation(s)

C. Diagnostic Testing

From the survey: _____

_____

_____

Identify the ideal. Say: If your project was adopted for use in another place, would there be any other forms of diagnostic testing that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of diagnostic testing as you do? Would less by okay? How much less?

a. Describe your diagnostic process. How many times are learners tested? (e.g., once, twice, etc.)

b. Who conducts the testing? What are their qualifications?

c. Who evaluates the test results and makes decisions about the learner?

d. Are there any other diagnoistic instruments you use in addition to the ones you listed on the Survey?

e. What tests have you developed? What skills do they test?

f. How are test results recorded and evaluated?

g. What form is the feedback given to learners? (e.g., during counseling session, etc.)

h. What role does diagnostic testing play in determining placement?

i. Are tests the only means of determining placement? (e.g., student goals, standardized criteria, expert judgment)

Ideal Variation(s)	Acceptable Variation(s)	Unacceptable Variation(s)

E. Instructional Materials

From the survey: _____

_____

_____

Identify the ideal. Say: If your project was adopted for use in another place, would there be any other forms of instructional materials that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of instructional materials as you do? Would less by okay? How much less?

a. Who chooses materials?

b. What process do you use to select materials?

c. Is there a core curriculum?

d. How does the core curriculum relate to your unique philosophy of learning?

e. GED -- life skills

f. Teacher-made

g. Texts
   - life skills materials
   - adult-relevant materials

h. Computer software

i. Commercial kits
   - content (e.g., life skills, etc.)

Ideal Variation(s)	Acceptable Variation(s)	Unacceptable Variation(s)

F. Learner Follow-Up

On the Survey you said, _____

_____

_____

Identify the ideal. Say: If your project was adopted for use in another place, would there be any other forms of learner follow-up that you think would be even better?

Identify the unacceptable. Say: Likewise, would they need to use as many kinds of learner follow-up as you do? Would less by okay? How much less?

a. What learners are followed-up?

b. How long are they followed?

c. How is the learner follow-up conducted?

d. How is the learner follow-up data stored?

e. Is the follow-up data actively used?

f. If it is used, how is it used? (e.g., is it used for refining and changing the program?)

Ideal Variation(s)	Acceptable Variation(s)	Unacceptable Variation(s)

PART III -- FOLLOW-UP FOR DAY 2
(approximately one hour interview)

1. After having reviewed information from Day 1, prepare key questions and probes to complete needed information, clarify vague answers, elicit more information, etc.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. (Hand the director the sheet with the eight components.) On your survey, you rated _____ as the most important component in your program. How did you mean that? Please explain.

Probes:
- Is it the one you think you do best?
- If not, select the one you do best. Give examples, stories, anecdotes.
- Are there other important program components or elements (besides these eight) that we missed?

A. I'd like to complete this final interview with some general questions:

- What would you say are the major strengths or your program? What would you say are the weaknesses of your program?

INTERVIEW GUIDE

Teacher/Tutor

1. Can you tell me about your work in the program?

   Probes:

   a. How long have you been with the program?

   b. Have you always taught the same subject matter in the program?

   c. Have you taught in different parts of the program?

   d. What's it like to work here?

   e. Please describe what kind of teacher works best in your program -- to maximize learner achievement?

2. Can you describe in some detail how your program accomplishes:

   a. Learner diagnostic testing

   b. Instructional methods

   c. If I were in your classroom during one of your classes, what would I see happening? What would be going on? Please describe what one of your classes is like.

   d. What event or series of activities that you can remember really sparked the most learning in your classroom?

   e. Instructional materials

   f. What role does the learner play in the development of your own (teacher-made) material? Do you use learner-generated ideas and material? If so, explain how. Do you match your materials with the learner's requests?

   g. Assessment of learner skills

   h. What do you want your students to be able to do differently when they leave the program? What do you want them to be able to do now that they weren't able to do when they entered?

   i. Follow-up of learners

   j. Program evaluation

   k. Are you satisified with the way in which your program accomplishes each of these components?

      What would you change? Be specific. (Review the list again.)

6. (Hand the counselor the sheet with the eight components.) On the survey your director filled out for us (he/she) rated _____ as the most important component in your program. How do you feel about this?

   - Is it the one you think you do best?
   - If not, select the one you do best. Give examples, stories, anecdotes.
   - Are there other important program components or elements (besides these eight) that we missed?
   - What makes your program unique?
   - How do you see your program as being different from other programs?
   - What, if any, could be described as the weaknesses of your program?
   - As I leave today, tell me what you and your program do best. (List strengths.)

12. If you could change anything about the program, what would you make different?

13. I've heard that most students stay in this program for a while. Why do you think most students keep coming?

14. Can you give me an example of something you've done in class that was really interesting to you?

15. What can you do now that you couldn't do when you entered the program?

PRACTICE PROFILE

PROGRAM: _____

Ideal Variation(s)	Acceptable Variation(s)	Unacceptable Variation(s)
Component 1: Recruitment		
Component 2: Orientation		
Component 3: Diagnostic Testing		
Component 4: Instructional Methods		

PRACTICE PROFILE
Page 2

Ideal Variation(s)	Acceptable Variation(s)	Unacceptable Variation(s)
Component 5: Instructional Materials		
Component 6: Assessment of Learner Skills		
Component 7: Follow-up of Learners		
Component 8: Program Evaluation		

CODEBOOK

for

National Program Survey

Information and Technical Assistance Plan

NATIONAL ADULT LITERACY PROJECT

May 11, 1984

PROGRAM SURVEY DATA

Variable Name	Variable Description	Col to	Col	Length	Missing Data Values	Value Description	Format
CARD1	Card number	1	1	1		1. Card #1 2. Card #2 3. Card #3	
PROGID	Three digit program ID	2	4	3	none	(Possible values: 001-375+)	
ORGSEC	Organizational Sector	5	5	1	none	1. State/LEA 2. Employment & Training 3. Community Based 4. Corrections 5. Military 6. Postsecondary	
PROGNAME	Program Name	6	80		none		Alpha

80

91

92

Variable Name	Variable Description	Col to Col	Length	Missing Data Values	Value Description	Format
CARD2	Card number	1 1	1		1. Card #1 2. Card #2 3. Card #3	
PROGID2	Three digit program ID	2 4	3	none	(Possible values: 01-375)	
ORGSEC	Organizational Sector	5 5	1	none	1. State/LEA 2. Employment & Training 3. Community Based 4. Corrections 5. Military 6. Postsecondary	
RESP	Respondent Completing Survey	6 6	1	none	1. Director 2. Teacher/Tutor 3. Other	
ZIP	Zip Code	7 11	5	none		
GEOLOC	Geographic Location	12 12	1	none	1. Northeast ME CT PA NH NY NJ MA DE RI VT 2. North Central WI MN OH MI ND IN SD MO NB IA KS 3. Southeast VA NC FL WV SC MD KY AL TN GA DC	

Variable Name	Variable Description	Col to Col	Length	Missing Data Values	Value Description	Format
GEOLOC	Geographic Location (Continued)				4. South Central AR LA MS TX OK 5. Northwest WA AL OR ID N.CA MT AK WY 6. Southwest CO S.CA NV NM UT AZ 7. HI VI PR Other	
	(Program Type)					
ESL	English As a Second Language	13 13	1	none	0. no 1. yes	
BS	Basic Skills in Education	14 14	1	none	0. no 1. yes	
GED	GED Preparation	15 15	1	none	0. no 1. yes	
ALTHS	Alternative High School Credentialing Program	16 16	1	none	0. no 1. yes	
VOC	Vocational	17 17	1	none	0. no 1. yes	
JOBTR	Job Training	18 18	1	none	0. no 1. yes	

Variable Name	Variable Description	Col to Col		Length	Missing Data Values	Value Description	Format
OTHTYP	Other	19	19	1	none	0. no 1. yes	
SITE	Program Site	20	20	1	none	1. rural 2. urban 3. suburban	
MOS	Number of months program operates	21	22	2	99	(Possible values: 01-12)	
DA	Days per week in operation	23	23	1	9	(Possible values: 01-7)	
HR	Hours per day in operation	24	25	2	99	(Possible values: 01-24)	
Cost	Cost per learner	26	29	4	9999	(Possible values: 0000-9998)	
LOCFUND	Local Funding Source	30	30	1	none	0. no 1. yes	
STAFUND	State Funding Source	31	31	1	none	0. no 1. yes	
FEDFUND	Federal Funding Source	32	32	1	none	0. no 1. yes	
PRIVFUND	Private Funding Source	33	33	1	none	0. no 1. yes	
OTFUND	Other Funding Source	34	34	1	none	0. no 1. yes	
AGE	Age of Learners	35	35	1	9	1. 16-20 years 2. 21-25 years 3. 26-30 years 4. 30+ years	
PCTMALE	Percent of Males	36	38	3	999	(Possible values: 001-100)	

Variable Name	Variable Description	Col to Col	Length	Missing Data Values	Value Description	Format
PCTFEM	Percent of Females	39 41	3	999	(Possible values: 001-100)	
RL03	Reading Level 0-3	42 42	1	none	0. no 1. yes	
RL47	Reading Level 4-7	43 43	1	none	0. no 1. yes	
RL812	Reading Level 8-12	44 44	1	none	0. no 1. yes	
RLOT	Reading Level Other	45 45	1	none	0. no 1. yes	
NOLEARN	Number of Learners Served	46 49	4	9999	(Possible values: 0001-9998)	
COMPLPRG	Number of Learners Who Complete Program	50 53	4	9999	(Possible values: 0001-9998)	
TCHTRNG	Teacher/Tutor Training	54 54	1	none	1. preservice 2. inservice 3. both	
RET	Retention a problem	55 55	1	none	0. no 1. yes	
PCTDRP	Percent of Learners who drop out	56 57	2	99	(Possible values: 01-50)	
REC	Recruiting	58 58	1	none	0. no 1. yes	
OR	Orientation	59 59	1	none	0. no 1. yes	
COUN	Counseling	60 60	1	none	0. no 1. yes	

Variable Name	Variable Description	Col to Col	Length	Missing Data Values	Value Description	Format
DIAGTST	Diagnostic Testing	61 61	1	none	0. no 1. yes	
TEAMTH	Teaching Methods	62 62	1	none	0. no 1. yes	
INSTMAT	Instructional Materials	63 63	1	none	0. no 1. yes	
MEASPROG	Measures of Learner Progress	64 64	1	none	0. no 1. yes	
FLWUP	Learner Follow-up	65 65	1	none	0. no 1. yes	
EVAL	Program Evaluation	66 66	1	none	0. no 1. yes	
R01	# of Component rank ordered #1	67 68	2	99	01. Recruiting 02. Orientation 03. Counseling 04. Diag. Testing 05. Teach. Methods 06. Instr. Materials 07. Meas. Learner Program 08. Learner Follow-up 09. Program Evaluation	
R02	# of Component rank ordered #2	69 70	2	99	01. Recruiting 02. Orientation 03. Counseling 04. Diag. Testing 05. Teach. Methods 06. Instr. Materials 07. Meas. Learner Program 08. Learner Follow-up 09. Program Evaluation	

Variable Name	Variable Description	Col to	Col	Length	Missing Data Values	Value Description	Format
R03	# of Component rank ordered #3	71	72	2	99	01. Recruiting 02. Orientation 03. Counseling 04. Diag. Testing 05. Teach. Methods 06. Instr. Materials 07. Meas. Learner Program 08. Learner Follow-up 09. Program Evaluation	
MATTYP	Type of Instructional Materials	73	73	1		1. teacher made 2. commercial 3. both	
RN01	Recruitment	74	74	1		0. no 1. yes	
RN02	High Retention Rate	75	75	1		0. no 1. yes	
RN03	Results/Achievement	76	76	1		0. no 1. yes	
RN04	Deserves Emulation	77	77	1		0. no 1. yes	
RN05	Orientation	78	78	1		0. no 1. yes	
RN06	Counseling	79	79	1		0. no 1. yes	
RN07	Learner Diagnostic Testing	80	80	1		0. no 1. yes	

Variable Name	Variable Description	Col to Col		Length	Missing Data Values	Value Description	Format
CARD3	Card number	1	1	1	none	1. Card #1 2. Card #2 3. Card #3	
PROGID3	Three digit program I.D.	2	4	3	none		
RN08	Instructional Methods	5	5	1	none	0. no 1. yes	
RN09	Uses computer assisted instruction	6	6	1	none	0. no 1. yes	
RN10	Varied instructional materials	7	7	1	none	0. no 1. yes	
RN11	Assessment of Learner Skills	8	8	1	none	0. no 1. yes	
RN12	Learner Follow-up	9	9	1	none	0. no 1. yes	
RN13	Program Evaluation	10	10	1	none	0. no 1. yes	
RN14	Results with low academic levels	11	11	1	none	0. no 1. yes	
RN15	ESL/Bilingual	12	12	1	none	0. no 1. yes	
RN16	Outreach-rural	13	13	1	none	0. no 1. yes	
RN17	Outreach-homebound	14	14	1	none	0. no 1. yes	

Variable Name	Variable Description	Col	to Col	Length	Missing Data Values	Value Description	Format
RN18	Outreach-disadvantaged, minorities older women	15	15	1	none	0. no 1. yes	
RN19	Culturally-linked program	16	16	1	none	0. no 1. yes	
RN20	Emphasis on Analytical Skills	17	17	1	none	0. no 1. yes	
RN21	Strong Program Philosophy	18	18	1	none	0. no 1. yes	
RN22	Identified Service Needs of Local Area Linked to Network of Community	19	19	1	none	0. no 1. yes	
RN23	Linked to Network of Community and Social Service Agencies	20	20	1	none	0. no 1. yes	
RN24	Complete Volunteer Mgmt. System	21	21	1	none	0. no 1. yes	
RN25	Unusual Program Design, e.g., homebound	22	22	1	none	0. no 1. yes	
RN26	Good Staff Training Program	23	23	1	none	0. no 1. yes	
RN27	Large Program	24	24	1	none	0. no 1. yes	
RN28	Sound Management Practices	25	25	1	none	0. no 1. yes	
RN29	Individualized Instruction	26	26	1	none	0. no 1. yes	

Variable Name	Variable Description	Col to Col		Length	Missing Data Values	Value Description	Format
RN30	Strong Emphasis on Life Skills	27	27	1	none	0. no 1. yes	
RN31	Strong Level of Funding	28	28	1	none	0. no 1. yes	
RN32	Comprehensive Program (GED, ABE, Life Skills, etc.)	29	29	1	none	0. no 1. yes	
RN33	Stable Program	30	30	1	none	0. no 1. yes	
RN34	Emphasis - Jod Readiness, Training	31	31	1	none	0. no 1. yes	
RN35	Links to Corporations bound	32	32	1	none	0. no 1. yes	
RN36	Services to Handicapped	33	33	1	none	0. no 1. yes	
RN37	Good Track Record	34	34	1	none	0. no 1. yes	
RN38	Program provides readiness to individuals least likely to come for services	35	35	1	none	0. no 1. yes	

APPENDIX C

National Adult Literacy Project

Far West Laboratory for Educational Research and Development

The NETWORK, Inc.

April 27, 1984

TO: National Adult Literacy Experts and Practitioners

FROM: Margaret Robinson

RE: R&D Agenda Information Survey

Dear Colleagues:

The National Adult Literacy project is seeking assistance from you and others in adult literacy to provide input for the development of a research and development agenda. We are trying to identify areas where there are knowledge gaps and research needs for the development of this agenda.

We are seeking two types of information:

1) Information on research that has been conducted on adult literacy in academic settings and in research organizations, so that this research will not be duplicated; and

2) Ideas and topics for research and development activities that have the highest payoff for practitioners.

Your input can help shape existing research frameworks and help define what ought to be done for future literacy projects.

We ask that you describe the research activities and your ideas and suggestions for the R&D agenda items in one or two paragraphs. A list of preliminary research topics has been included for your information.

In exchange for your participation in providing information about research activities, and contributing ideas for the development of the R&D agenda, we will share this information with you when it is completed.

Enclosed, you will find the research information, the R&D agenda surveys, and a stamped envelope for your convenience. Please return the information to my attention at the Far West Laboratory by the end of May.

Far West Laboratory
for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3150

Thank you in advance for the information you will be providing. We look forward to hearing from you and including your contribution into the work of the project.

Sincerely,

Margaret Robinson

Margaret Robinson,
Project Director

MR:rc

Enclosures

R&D AGENDA ITEMS

The topics presented here are possible items for the R&D agenda. They were gathered from presentations made at the conference, from a review of the literature, and from practitioners and others. Additional ideas and agenda items will emerge from the research we are conducting, and from other project activities. Undoubtedly there will be some changes in the topics and refinement of the content. Your ideas and suggestions will be important in contributing to what the final R&D agenda will look like. Topics generated as possible R&D agenda items are:

1. Develop a national data bank on adult literacy programs: the data bank would include descriptive profiles of successful programs or successful program components that would serve as resources or facilitate linkages for practitioners and literacy training providers to help improve program practices.

2. Establish linkages among state and local adult literacy councils and the variety of state funded, volunteer, and community based programs to promote and support adult literacy development.

3. Conduct a research study to identify problems associated with displacement of illiterate workers due to technology and shifts in the world market. Identify the different kinds of knowledge and skills needed by adults for the future, in business and industry and identify

language, in a highly literate and technologically complex society, or who may come from cultures in which there is little or no literacy and/or technology.

8. Determine to what extent methods and approaches to literacy development in other countries are applicable to literacy programs in the United States, given the difference between the United States and less developed nations in which adults lack formal education.

9. Conduct a research project that will identify and or isolate the differences between the development of literacy skills during childhood and literacy development in adulthood, including the time required to learn language and literacy. Identify the special requirements of adults learning languages and literacy skills. Identify the critical elements associated with transgenerational illiteracy.

10. Identify approaches that utilize technology in adult education and develop training packages to broaden the use of technology in the development and delivery of instructional systems in adult literacy education.

11. Develop a clearly articulated national policy that would give adult literacy development parity with childhood education and other adult education and training activities.

existing (re) training programs for referral of displaced workers.

Identify some personal coping strategies necessary for helping displaced workers make the transition from worker to trainee.

Design and develop a model program collaboratively with the public and private sectors that support training of displaced workers.

4. Identify successful strategies for teaching ESL students and examine these strategies for their transferability to non-ESL students. Devise a system that will assist non-ESL teachers to implement these strategies successfully.

5. Develop a new definition of adult literacy based on current literature and research.

6. Design a system to enable practitioners and researchers to better understand the adult literacy problem in the United States, including:

    1. how to best define the illiterate population
    2. how to assess the skills and knowledge level of adults who enroll in literacy programs
    3. how to identify the adults with learning disabilities.

7. Develop intervention strategies to address and respond to problems, both emotional and functional, of newly arrived immigrants who must learn English as a second

12. Develop a model program in coordination with national volunteer organizations to develop and implement effective strategies for the systematic recruitment and training of volunteer staff to provide adult literacy training within the existing learning delivery system.

13. Identify tnose key factors in adult literacy programs that contribute to the enhancement of the quality of life for the learner according to the learner's goals and aspirations.

14. Identify key factors, other than the GED exam, that adult learners use to measure their own success.

15. Establish an effective communication system and a common language for interaction between education, business and industry to define literacy requirements necessary for the acquisition of higher order basic skills for future productivity.

16. Develop recruitment strategies to successfully enroll older adults in literacy programs.

17. Assist adult education policy makers and administrators in the recruitment and training of teachers who would serve as role models for adult literacy development.

THE WHITE PAPER

Description

- The White Paper is a report on current problems or obstacles in adult literacy development, with particular emphasis on recommendations for decisions to be made and actions to be taken.
- The audience for the White Paper is policy makers at various levels of government and influential others who make decisions and initiate actions related to adult literacy.
- The problems to be discussed in the White Paper will not deal with specific instructional programs, strategies, or materials, since instructional matters are the focus of other project activities.
- The problems will deal with influences on instruction and learning, such as:
  - -policies and practices of agencies involved in adult literacy development
  - -general program planning and management concerns
  - -social climate
  - -resources (personnel, information, materials)
- Examples of possible problems in the above areas include:
  - -inconsistency of ABE standards within and across states
  - -absence of clear objectives for adult literacy development
  - -lack of public awareness and support
  - -lack of information on effective programs

Procedures for Preparation

- Problems to be discussed in the White Paper will be identified through:
  - -nominations of project consultants and interested others
  - -a review of conference proceedings
  - -a review of the literature and of data related to literacy and literacy programs
- For each problem, a knowledgeable individual will be identified. Nominations will be obtained from project consultants and interested others.

- A tentative list of problems and contributors will be developed and circulated to project consultants for review and comment.

- Once the list is final, contributors will be asked to prepare an 8-10 page paper on the problem about which they are knowledgeable. Each paper will include a brief discussion of the nature of the problem, but will focus on specific recommendations for decisions/actions.

- Papers, when completed, will be circulated to all White Paper contributors, along with a summary of the specific recommendations made and a draft statement of any overall policy recommendations that may emerge.

- A 2-1/2 day workshop will be held for all White Paper contributors to discuss and reach agreement on the overall and specific recommendations proposed.

- A draft White Paper will be constructed based on the individual papers and on workshop outcomes.

- The draft White Paper will be circulated to all contributors and to project consultants for review and comment.

- A final White Paper will be prepared based on comments received.

- A separate document consisting of the individual papers of White Paper contributors will be prepared.

The National Adult Literacy Project

Name: _____

NOMINATIONS FOR WHITE PAPER PROBLEMS/OBSTACLES

AND CONTRIBUTORS

PROBLEM/OBSTACLE	CONTRIBUTOR
1.	Name: _____ How to Contact: _____ _____ Name: _____ How to Contact: _____ _____
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(continued)

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